



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1333 E. 10th St., Tucson, AZ 85719

Ha:san Educational Services

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Performing
2003-04	Performing
2002-03	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2004-05	Not Met
2003-04	Met
2002-03	Met

#### School Improvement Status <sup>(b)</sup>

2004-05	Warning Year
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mr. Michael Norris  
 Schedule : 08:00 AM to 05:00 PM  
 Grades : 9-12  
 2005 Enrollment : 146  
 Web Address : www.hasanprep.org  
 Phone Number : (520) 882-8826  
 Fax Number : (520) 882-8651  
 E-mail : mnorris\_99@yahoo.com

### Mission

Ha:san Preparatory & Leadership School is an academically rigorous, bicultural and community-based high school for native youth. By infusing Native American and O'odham language and culture, the students become valuable contributors to our community.

### School / Academic Goals

- ü Academic Rigor: All students will complete graduation requirements with at least 70% mastery. 22 credits are required for graduation: 4 math /English; 3 lab science and social studies; 2 foreign language; 1 fine art; 5 electives.
- ü Knowledge of Language, History and Culture: Students will develop in-depth knowledge of Native and Tohono O'odham language and culture.
- ü Ha:san will provide quality, individualized educational services that meet the needs of students and parents in the school community.
- ü 100% of Ha:san graduates will meet the minimum requirements for admission at Arizona State colleges.

### Enrollment

October 1, 2004 School Year Student Enrollment : 152  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 160

## Instructional Programs

- ü Rigorous Standards-based Instruction
- ü Bilingual/Bicultural: O'odham & English
- ü Individualized Study Plans
- ü College Preparation & Career Planning

## Calendar Information

Number of Instruction Days :	143
Average Daily Instruction Time :	6 hours 1 minutes
First Day of School :	8/22/2005
Last Day of School :	6/1/2006

## Shared Responsibilities

### School

Ha:sañ is responsible for providing a safe, nurturing environment; for helping each student maximize his/her academic potential; for preparing students for college; and for regular communication with parents regarding academic progress.

### Parents

Each student has a parent or sponsor who is responsible for helping ensure student success. Sponsors are requested to provide ten hours of on campus assistance to the student per semester and to attend conferences meetings and ISPs.

## Transportation Policy

Ha:sañ Prep provides daily transportation to and from Sells. Ha:sañ Prep strives to provide transportation to students living in and around Tucson as well, with bus or suntran passes. Service is provided for students whose IEPs require it.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Representative invited to State AZ Indian Ed Committee	2004
ü Presidential Scholar- University of Arizona	2001-04
ü Institute of American Indian Art - Full Scholarship	2001
ü Tucson Mayor's Good Neighbor Award	2001

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	36	69846	100	100	100	660	660	699	67	67	21	15	15	11	18	18	49	0	0	18
All Students (Prior Year)	38	38	65934	100	100	100	463	463	492	82	82	43	12	12	18	6	6	24	0	0	15
Female	25	25	34328	100	100	99	658	658	702	73	73	19	14	14	12	14	14	51	0	0	18
Male	11	11	35509	100	100	100	665	665	696	55	55	23	18	18	11	27	27	48	0	0	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	--	--	23363	--	--	100	--	--	680	--	--	32	--	--	16	--	--	45	--	--	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	36	36	4785	100	100	100	660	660	671	67	67	39	15	15	17	18	18	39	0	0	5
White	--	--	36421	--	--	99	--	--	714	--	--	12	--	--	8	--	--	54	--	--	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	32	32	62220	100	100	99	662	662	712	63	63	16	17	17	11	20	20	53	0	0	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	26	26	21421	100	100	92	658	658	686	69	69	35	19	19	15	12	12	43	0	0	7
Non-Economically Disadvantaged	10	10	48489	100	100	100	667	667	704	57	57	15	0	0	10	43	43	52	0	0	23

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	71311	100	100	100	669	669	694	8	8	7	44	44	21	47	47	63	0	0	9
All Students (Prior Year)	36	36	68162	100	100	100	489	489	509	15	15	18	58	58	24	27	27	51	0	0	8
Female	25	25	34899	100	100	100	670	670	700	9	9	5	48	48	19	43	43	66	0	0	10
Male	13	13	36430	100	100	100	666	666	688	8	8	9	38	38	22	54	54	61	0	0	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	NC	NC	24056	NC	NC	100	NC	NC	672	NC	NC	13	NC	NC	31	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	37	37	51110	100	100	100	668	668	661	9	9	14	46	46	38	46	46	46	0	0	2
White	--	--	36841	--	--	99	--	--	713	--	--	3	--	--	12	--	--	72	--	--	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	33	33	63379	100	100	100	671	671	707	6	6	5	44	44	18	50	50	68	0	0	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	28	28	22243	100	100	93	665	665	677	11	11	14	46	46	32	43	43	51	0	0	3
Non-Economically Disadvantaged	10	10	49157	100	100	100	683	683	702	0	0	4	38	38	16	63	63	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	70868	100	100	100	669	669	688	6	6	5	42	42	23	53	53	63	0	0	9
All Students (Prior Year)	36	36	67629	100	100	100	486	486	524	38	38	22	31	31	16	31	31	59	0	0	3
Female	25	25	34710	100	100	99	674	674	697	0	0	3	39	39	19	61	61	66	0	0	12
Male	13	13	36176	100	100	100	659	659	678	15	15	7	46	46	27	38	38	59	0	0	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	NC	NC	23868	NC	NC	100	NC	NC	670	NC	NC	9	NC	NC	33	NC	NC	55	NC	NC	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	37	37	5001	100	100	100	668	668	661	6	6	9	43	43	41	51	51	48	0	0	2
White	--	--	36710	--	--	99	--	--	702	--	--	2	--	--	15	--	--	69	--	--	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	33	33	63054	100	100	99	675	675	701	0	0	3	41	41	20	59	59	67	0	0	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	28	28	21994	100	100	92	670	670	673	4	4	10	43	43	36	54	54	52	0	0	3
Non-Economically Disadvantaged	10	10	48960	100	100	100	664	664	694	13	13	3	38	38	18	50	50	67	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	97	22	22	41	97	20	NA	42	92	34	34	51
	Language	95	18	18	42	100	17	17	42	92	34	34	50
	Mathematics	92	31	31	60	97	27	27	63	92	35	35	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

### School Site Council

#### Council Composition

#### Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

### Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.25	Teacher	11.64
Other Professional Staff	1.92	Teacher Aide	.96

### Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	4	4	0	0
7 to 9 years	1	0	0	0
10 or more years	0	1	0	0

### Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	43
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	6%

### Resources Available at School Site

#### Special Facilities

Ü iMac Lab	Ü Science Lab
Ü After School Learning Center	

#### Extracurricular Activities

Ü Student Council	Ü Basketball Team- boys
Ü Bowling Club	Ü Golf Team - coed
Ü Volleyball Team - girls	
Ü Basketball Team - girls	

#### Social Services

Ü College Admissions and Support
Ü Concurrent Enrollment with Local College
Ü Counseling, Group and Personal
Ü Tutoring

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 100% of instruction is aligned to the Arizona Academic Standards. Pass rates on our elevated grading scale(70% to pass)have increased.
- ü Students are achieving high levels of proficiency in Native and O'odham language history and culture as evidenced through participation in classes and events and through demonstration of this learning in the various other disciplines.
- ü Ranked in Top 40 (17th out of 468 in 02 in the Grand Ranking for all Charter Schools) for 2 consecutive years for Overall Parent Satisfaction in the area of Overall Quality of Education as measured by State sponsored survey and report.
- ü 100% of Ha:san graduates meet the minimum requirement for admission at Arizona State Colleges.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	89	95	94	95
Transfers Out Rates <sup>5</sup>	18	12	12	17
Transfers In Rate <sup>6</sup>	14	28	28	37
Stability Rate <sup>7</sup>	81	87	87	82
Promotion Rate <sup>8</sup>	83	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	6	0	1	6
Status Unknown <sup>11</sup>	2	0	1	4
Graduation Rate <sup>12</sup>	80	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school follows a Zero-Tolerance Policy on extreme infractions which include truancy, drug offenses, and violence. We have a closed campus policy during the day and during our afterschool program. We have a Crisis Plan in place for emergencies.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Sylvia Hendricks	(520) 882-8826
Community Resources	Sylvia Hendricks	(520) 882-8826
School Nutrition Programs	Sylvia Hendricks	(520) 882-8826
Parent Organization	Elvira Hubbell	(520) 882-8826
Student Health/Nurse	Sylvia Hendricks	(520) 882-8826

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.